## General and Specific Learning Outcomes by Strand

### Number

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<thead>
<tr>
<th>Kindergarten</th>
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<tbody>
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<tr>
<td><strong>K.N.1.</strong> Say the number sequence by 1s, starting anywhere from 1 to 30 and from 10 to 1.</td>
<td><strong>1.N.1.</strong> Say the number sequence by 1s forward and backward between any two given numbers (0 to 100)</td>
<td><strong>2.N.1.</strong> Say the number sequence from 0 to 100 by 2s, 5s, and 10s, forward and backward, using starting points that are multiples of 2, 5, and 10 respectively</td>
<td><strong>3.N.1.</strong> Say the number sequence between any two given numbers forward and backward from 0 to 1000 by 10s or 100s, using any starting point</td>
<td>4.N.1. Represent and describe whole numbers to 10000, pictorially and symbolically.</td>
</tr>
<tr>
<td><strong>K.N.2.</strong> Subitize and name familiar arrangements of 1 to 6 dots (or objects).</td>
<td><strong>1.N.2.</strong> Subitize and name familiar arrangements of 1 to 10 dots (or objects).</td>
<td><strong>2.N.2.</strong> Demonstrate if a number (up to 100) is even or odd.</td>
<td><strong>3.N.2.</strong> Demonstrate an understanding of addition of numbers with answers to 10000 and their corresponding subtractions (limited to 3- and 4-digit numerals), concretely, pictorially, and symbolically, by estimating sums and differences solving problems</td>
<td><strong>4.N.2.</strong> Compare and order numbers to 10000.</td>
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<tr>
<td><strong>K.N.3.</strong> Relate a numeral, 1 to 10, to its respective quantity.</td>
<td>1.N.3. Demonstrate an understanding of counting by using the counting-on strategy using parts or equal groups to count sets.</td>
<td>2.N.3. Describe order or relative position using ordinal numbers.</td>
<td>3.N.3. Compare and order numbers to 1000.</td>
<td><strong>4.N.3.</strong> Demonstrate an understanding of addition of numbers with answers to 10000 and their corresponding subtractions (limited to 3- and 4-digit numerals), concretely, pictorially, and symbolically.</td>
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<td><strong>K.N.4.</strong> Represent and describe numbers 2 to 10 in two parts, concretely and pictorially.</td>
<td><strong>1.N.4.</strong> Represent and describe numbers 2 to 10 in two parts, concretely, pictorially, and symbolically.</td>
<td>2.N.4. Represent and describe numbers to 1000, concretely, pictorially, and symbolically.</td>
<td>3.N.4. Estimate quantities less than 1000 using referents.</td>
<td><strong>4.N.4.</strong> Estimate quantities less than 10000 using referents.</td>
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<td><strong>K.N.5.</strong> Demonstrate an understanding of counting to 10 by indicating that the last number said identifies “how many” showing that any set has only one count.</td>
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<td>2.N.5. Demonstrate an understanding of counting to 100 by indicating that the last number said identifies “how many” showing that any set has only one count.</td>
<td>3.N.5. Demonstrate an understanding of counting to 1000 by indicating that the last number said identifies “how many” showing that any set has only one count.</td>
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**Communication** [C]  **Problem Solving** [PS]

**Connections** [CN]  **Reasoning** [R]

**Mental Mathematics** [ME]  **Estimation** [ME]

**Visualization** [V]  **Technology** [T]
### General and Specific Learning Outcomes

**Number (continued)**

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**Specific Learning Outcomes**

- **5.N.1.** Represent and describe whole numbers to 1,000,000.
  
[C, CN, T, V]

- **5.N.2.** Apply estimation strategies, including:
  - front-end rounding
  - compensation
  - compatible numbers in problem-solving contexts.
  
[C, CN, ME, PS, R, V]

- **5.N.3.** Apply mental math strategies to determine multiplication and related division facts to 81 (9 x 9).
  
[C, CN, ME, R, V]

Recall of multiplication facts to 81 and related division facts is expected by the end of Grade 5.

- **6.N.1.** Demonstrate an understanding of place value for numbers:
  - greater than one million
  - less than one-thousandth
  
[C, CN, R, T]

- **6.N.2.** Solve problems involving large numbers, using technology.
  
[ME, PS, T]

- **6.N.3.** Demonstrate an understanding of factors and multiples by:
  - determining multiples and factors of numbers less than 100
  - identifying prime and composite numbers
  - solving problems involving factors or multiples
  
[PS, R, V]

- **6.N.4.** Relate improper fractions to mixed numbers.
  
[CN, ME, R, V]

- **6.N.5.** Solve problems involving percents from 1% to 100%.
  
[C, CN, PS, ME, R, T]

- **7.N.1.** Determine and explain why a number is divisible by 2, 3, 4, 5, 6, 8, 9, or 10, and why a number cannot be divided by 0.
  
[C, R]

- **7.N.2.** Demonstrate an understanding of the addition, subtraction, multiplication, and division of decimals to solve problems (for more than 1-digit divisors or 2-digit multipliers, technology could be used).
  
[ME, PS, T]

- **7.N.3.** Solve problems involving percents greater than or equal to 0%.
  
[C, CN, PS, R, V]

- **7.N.4.** Demonstrate an understanding of ratio and rate.
  
[C, CN, V]

- **7.N.5.** Solve problems that involve rates, ratios, and proportional reasoning.
  
[C, CN, PS, R]

- **8.N.1.** Demonstrate an understanding of perfect squares and square roots, concretely, pictorially, and symbolically (limited to whole numbers).
  
[C, CN, R, V]

- **8.N.2.** Determine the approximate square root of numbers that are not perfect squares (limited to whole numbers).
  
[C, CN, ME, R, T]

- **8.N.3.** Demonstrate an understanding of percents greater than or equal to 0%.
  
[CN, PS, R, V]

- **8.N.4.** Demonstrate an understanding of ratio and rate.
  
[C, CN, V]

- **8.N.5.** Solve problems that involve rates, ratios, and proportional reasoning.
  
[C, CN, PS, R]

- **9.N.1.** Demonstrate an understanding of powers with integral bases (excluding base 0) and whole-number exponents by:
  - representing repeated multiplication using exponents
  - using patterns to show that a power with an exponent of zero is equal to 1

[C, CN, PS, R, T]

- **9.N.2.** Demonstrate an understanding of operations on powers with integral bases (excluding base 0) and whole-number exponents.
  - comparing and ordering rational numbers
  - solving problems that involve arithmetic operations on rational numbers
  
[C, CN, PS, R, T, V]
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| K.N.6. Compare quantities, 1 to 10,  
- using one-to-one correspondence  
- by ordering numbers representing different quantities | 1.N.4. Represent and describe numbers to 20, concretely, pictorially, and symbolically.  
[C, CN, V]  
1.N.5. Compare and order sets containing up to 20 elements to solve problems by using  
- referents  
- one-to-one correspondence  
[C, CN, ME, PS, R, V]  
1.N.6. Estimate quantities to 20 by using referents.  
[C, ME, PS, R, V]  
1.N.7. Demonstrate, concretely and pictorially, how a number, up to 30, can be represented by a variety of equal groups with and without singles.  
[C, R, V]  
1.N.8. Identify the number, up to 20, that is one more, two more, one less, and two less than a given number.  
[C, CN, ME, R, V] | 2.N.5. Compare and order numbers up to 100.  
[C, CN, R, V]  
2.N.6. Estimate quantities to 100 using referents.  
[C, ME, PS, R]  
2.N.7. Illustrate, concretely and pictorially, the meaning of place value for numbers to 100.  
[C, CN, R, V]  
2.N.8. Demonstrate and explain the effect of adding zero to or subtracting zero from any number.  
[C, R] | 3.N.5. Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.  
[C, CN, R, V]  
3.N.6. Describe and apply mental mathematics strategies for adding two 2-digit numerals, such as  
- adding from left to right  
- taking one addend to the nearest multiple of ten and then compensating  
- using doubles  
[C, ME, PS, R, V]  
3.N.7. Describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as  
- taking the subtrahend to the nearest multiple of ten and then compensating  
- thinking of addition  
- using doubles  
[C, ME, PS, R, V] | 4.N.4. Explain the properties of 0 and 1 for multiplication, and the property of 1 for division.  
[C, CN, R]  
4.N.5. Describe and apply mental mathematics strategies, such as  
- skip-counting from a known fact  
- using doubling, halving  
- using doubling and adding one more group  
- using patterns in the 9s facts  
- using repeated doubling to develop an understanding of basic multiplication facts to 9 x 9 and related division facts.  
[C, CN, ME, PS, R] |  
Recall of the multiplication and related division facts up to 5 x 5 is expected by the end of Grade 4.
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### Specific Learning Outcomes

**5.N.4.** Apply mental mathematics strategies for multiplication, such as
- annexing then adding zeros
- halving and doubling
- using the distributive property

[C, ME, R]

**5.N.5.** Demonstrate an understanding of multiplication (1- and 2-digit multipliers and up to 4-digit multiplicands), concretely, pictorially, and symbolically, by
- using personal strategies
- using the standard algorithm
- estimating products to solve problems.
[C, CN, ME, PS, V]

**5.N.6.** Demonstrate an understanding of division (1- and 2-digit divisors and up to 4-digit dividends), concretely, pictorially, and symbolically, by
- using personal strategies
- using the standard algorithm
- estimating quotients to solve problems.
[C, CN, ME, PS, V]

**6.N.5.** Demonstrate an understanding of ratio, concretely, pictorially, and symbolically.
[C, CN, PS, R, V]

**6.N.6.** Demonstrate an understanding of percent (limited to whole numbers), concretely, pictorially, and symbolically.
[C, CN, PS, R, V]

**6.N.7.** Demonstrate an understanding of integers, concretely, pictorially, and symbolically.
[C, CN, R, V]

**7.N.5.** Demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially, and symbolically (limited to positive sums and differences).
[C, CN, ME, PS, R, V]

**7.N.6.** Demonstrate an understanding of addition and subtraction of integers, concretely, pictorially, and symbolically.
[C, CN, PS, R, V]

**7.N.7.** Compare and order fractions, decimals (to thousandths), and integers by using
- benchmarks
- place value
- equivalent fractions and/or decimals

[CN, R, V]

**8.N.6.** Demonstrate an understanding of multiplying and dividing positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially, and symbolically.
[C, CN, ME, PS]

**8.N.7.** Demonstrate an understanding of multiplication and division of integers, concretely, pictorially, and symbolically.
[C, CN, PS, R, V]

**8.N.8.** Solve problems involving positive rational numbers.
[C, CN, ME, PS, R, T, V]

**9.N.4.** Explain and apply the order of operations, including exponents, with and without technology.
[PS, T]

**9.N.5.** Determine the square root of positive rational numbers that are perfect squares.
[C, CN, PS, R, T]

**9.N.6.** Determine an approximate square root of positive rational numbers that are non-perfect squares.
[C, CN, PS, R, T]

[C] Communication  [PS] Problem Solving
[CN] Connections  [R] Reasoning
[V] Visualization
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<tr>
<td>1.N.9. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially, and symbolically, by</td>
<td>2.N.9. Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by</td>
<td>3.N.8. Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context.</td>
<td>4.N.6. Demonstrate an understanding of multiplication (2- or 3-digit numerals by 1-digit numerals) to solve problems by</td>
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<tr>
<td>- using familiar and mathematical language to describe additive and subtractive actions from their experience</td>
<td>- using personal strategies for adding and subtracting with and without the support of manipulatives</td>
<td>- using personal strategies for dividing with and without concrete materials</td>
<td>- using personal strategies for multiplication with and without concrete materials</td>
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<tr>
<td>- creating and solving problems in context that involve addition and subtraction</td>
<td>- creating and solving problems that involve addition and subtraction</td>
<td>- estimating quotients</td>
<td>- connecting concrete representations to symbolic representations</td>
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<tr>
<td>- modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically</td>
<td>- explaining that the order in which numbers are added does not affect the sum</td>
<td>- relating division to multiplication</td>
<td>- estimating products</td>
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<tr>
<td>- [C, CN, ME, PS, R, V]</td>
<td>- explaining that the order in which numbers are subtracted may affect the difference</td>
<td>- [C, CN, ME, PS, R, V]</td>
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**Mathematical Processes**

- **[C]** Communication
- **[CN]** Connections
- **[ME]** Mental Mathematics and Estimation
- **[R]** Reasoning
- **[PS]** Problem Solving
- **[T]** Technology
- **[V]** Visualization
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<tr>
<td>5.N.7. Demonstrate an understanding of fractions by using concrete and pictorial representations to</td>
<td>6.N.8. Demonstrate an understanding of multiplication and division of decimals (involving 1-digit whole-number multipliers, 1-digit natural number divisors, and multipliers and divisors that are multiples of 10), concretely, pictorially, and symbolically, by</td>
<td>5.N.8. Describe and represent decimals (tenths, hundredths, thousandths), concretely, pictorially, and symbolically.</td>
<td>6.N.9. Explain and apply the order of operations, excluding exponents (limited to whole numbers).</td>
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<td>- create sets of equivalent fractions</td>
<td>- using personal strategies</td>
<td>[C, CN, R, V]</td>
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<td>- compare fractions with like and unlike denominators</td>
<td>- using the standard algorithms</td>
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<td>- using estimation</td>
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<td>5.N.10. Compare and order decimals (tenths, hundredths, thousandths) by using</td>
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**Specific Learning Outcomes**

1.N.10. Describe and use mental mathematics strategies, including
- counting on, counting back
- using one more, one less
- making 10
- starting from known doubles
- using addition to subtract to determine the basic addition and related subtraction facts to 18.  
  
  **Recall of one more and one less, complementary (compatible) numbers that add up to 5 and 10, doubles (up to 5 + 5), and related subtraction facts is expected by the end of Grade 1.**

2.N.10. Apply mental mathematics strategies, including
- using doubles
- making 10
- using one more, one less
- using two more, two less
- building on a known double
- using addition for subtraction to develop recall of basic addition facts to 18 and related subtraction facts.  
  
  **Recall of facts to 10, doubles to 9 + 9, and related subtraction facts is expected by the end of Grade 2.**

3.N.10. Apply mental math strategies to determine addition facts and related subtraction facts to 18 (9 + 9).  

4.N.8. Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to
- name and record fractions for the parts of a whole or a set
- compare and order fractions
- model and explain that for different wholes, two identical fractions may not represent the same quantity
- provide examples of where fractions are used

3.N.11. Demonstrate an understanding of multiplication to 5 × 5 by
- representing and explaining multiplication using equal grouping and arrays  
  
  **Recall of addition and related subtraction facts to 18 is expected by the end of Grade 3.**

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### Specific Learning Outcomes

S.N.11. Demonstrate an understanding of addition and subtraction of decimals (to thousandths), concretely, pictorially, and symbolically, by
- using personal strategies
- using the standard algorithms
- using estimation
- solving problems

[C, CN, ME, PS, R, V]
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| **Kindergarten** | 3.N.12. Demonstrate an understanding of division by  
- representing and explaining division using equal sharing and equal grouping  
- creating and solving problems in context that involve equal sharing and equal grouping  
- modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically  
- relating division to repeated subtraction  
- relating division to multiplication (limited to division related to multiplication facts up to $5 \times 5$). |
| **Grade 1** | 4.N.10. Relate decimals to fractions (to hundredths). |
| **Grade 2** | 4.N.11. Demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by  
- using compatible numbers  
- estimating sums and differences  
- using mental math strategies to solve problems. |
| **Grade 3** | [C, CN, PS, R] |
| **Grade 4** | [C, ME, PS, R, V] |

### General Learning Outcomes
- Develop number sense.

### Specific Learning Outcomes

| **Grade 3** | 4.N.10. Relate decimals to fractions (to hundredths). |
| **Grade 4** | 4.N.11. Demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by  
- using compatible numbers  
- estimating sums and differences  
- using mental math strategies to solve problems. |

### Levels of Development

- [C] Communication  
- [CN] Connections  
- [PS] Problem Solving  
- [R] Reasoning  
- [ME] Mental Mathematics and Estimation  
- [T] Technology  
- [V] Visualization
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<td>3.N.13. Demonstrate an understanding of fractions by</td>
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<td>- explaining that a fraction represents a portion of a whole divided into equal parts</td>
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<td>- describing situations in which fractions are used</td>
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<td>- comparing fractions of the same whole with like denominators</td>
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<td>[C, CN, ME, R, V]</td>
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- [C] Communication
- [CN] Connections
- [ME] Mental Mathematics and Estimation
- [PS] Problem Solving
- [R] Reasoning
- [T] Technology
- [V] Visualization
Number *(continued)*